

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Elizabeth Ferry
What is the performance task for your unit?	The students will be constructing iMovies to send to a panel of judges from their dream school or dream job. Each student will construct an iMovie which will be used to support their claim of why they are the best candidate for a scholarship to their chosen institution or a signing bonus to their dream job. The iMovie needs to be an original creation to stand out to the panel.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	iMovie or Windows Movie Maker (depending on system)
Lesson # in which students will create the performance task	This performance task is the summative assessment, but the students will learn skills to develop their knowledge with iMovie and movie/technology productions in lessons 1 (podcast), 2 (video clip), and especially in 3 (iMovie).

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Outline	WikiHow is so useful because it explains how to do so many different tasks that people need to accomplish. On this page it gives a simple description of how to make an outline. http://www.wikihow.com/Write-an-Outline	Outlining and public speaking go hand in hand. In our first lesson we cover the importance of having a guide when you are speaking (a bulleted list, notes, or an outline). My students definitely would have had exposure to this prior.
Script	Again WikiHow comes in handy to help explain how to construct a script. This website demonstrates user friendly word choice and simple directions to help students understand how to make a script. http://www.wikihow.com/Write-a-Script	In lessons students would have participated in up to this point they would have learned the importance of NOT using a script when public speaking. Although because of the manner of this project to have a script on hand would be useful and we would talk about how important “back-up” plans are
Brainstorming	WikiHow saves the day again by explaining the importance of brainstorming and how to go about this sometimes confusing process. http://www.wikihow.com/Brainstorm	During their lessons prior we would have introduced this skill in detail as students are instructed to brainstorm ideas about backing up their claims.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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Camera skills/iMovie upload	This apple support community is a great resource because it provides examples of many different people's experiences with uploading videos to iMovie. https://discussions.apple.com/thread/4753090?start=0&tstart=0	I can take them through a demonstration of uploading videos to iMovie myself or have them practice in partners or groups.
Copyright/Privacy	This website turns confusing information about copyright into user friendly wordage that helps students and even parents understand the details about copyright. http://www.teachingcopyright.org/	Because of the nature of this assingent I will strongly encourage that my students' will create entirely home grown videos and they won't even need to worry about this issue.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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iMovie "ins and outs"	Apple understands that new programming might be confusing. This link provides a tutuorial to learn how to manuever iMovie. http://support.apple.com/kb/HT2479	As mentioned earlier, my lessons will build up to creating an iMovie and there will be demonstrations and examples given at checkpoints before this summative assessment.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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Finalizing a video on iMovie	Apple Support comes in handy again with this website geared toward assisting people with finalizing their productions. http://support.apple.com/kb/PH2180	This is another element I would have included in my demonstration/tour of iMovie.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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Uploading iMovie to Youtube	Youtube seems like a fitting way to teach my students to upload a video to Youtube. http://www.youtube.com/watch?v=IF_7_qYUviw	This will be the last section in my demonstration of the entire process. Also I could have them learn to export their past assignments and familiarize themselves with this even further.